

KEOWEE ELEMENTARY

7051 Keowee School Road
Seneca, SC 29672

GRADES K-5 Elementary School

ENROLLMENT 287 Students

PRINCIPAL Ann S. Miller 864-885-5042

SUPERINTENDENT Dr. Valerie Truesdale 864-638-4000

BOARD CHAIR Harry B. Mays, Jr. 864-972-2136

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
21	35	2	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 14 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

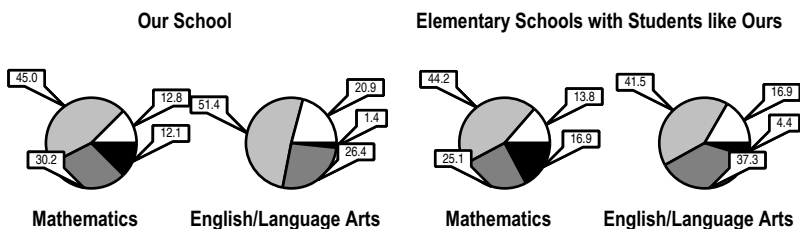
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Average	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	26	44	29
Percent satisfied with learning environment	100.0%	93.0%	100.0%
Percent satisfied with social and physical environment	100.0%	95.3%	89.3%
Percent satisfied with home-school relations	100.0%	97.7%	89.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	157	99.4	20.9	51.4	26.4	1.4	27.7	17.6
Gender								
Male	78	98.7	22.2	50.0	27.8	N/A	27.8	17.6
Female	79	100.0	19.7	52.6	25.0	2.6	27.6	17.6
Racial/Ethnic Group								
White	155	99.4	20.4	51.7	26.5	1.4	27.9	17.6
African-American	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	112	100.0	11.2	51.4	35.5	1.9	37.4	17.6
Disabled	45	97.8	46.3	51.2	2.4	N/A	2.4	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	157	99.4	20.4	51.7	26.5	1.4	27.9	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	157	99.4	19.4	51.1	28.1	1.4	29.5	17.6
Socio-Economic Status								
Subsidized meals	54	100.0	30.0	54.0	16.0	N/A	16.0	17.6
Full-pay meals	103	99.0	16.3	50.0	31.6	2.0	33.7	17.6

Mathematics								
All students	157	100.0	12.8	45.0	30.2	12.1	42.3	15.5
Gender								
Male	78	100.0	12.3	41.1	34.2	12.3	46.6	15.5
Female	79	100.0	13.2	48.7	26.3	11.8	38.2	15.5
Racial/Ethnic Group								
White	155	100.0	12.2	45.3	30.4	12.2	42.6	15.5
African-American	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	112	100.0	6.5	38.3	38.3	16.8	55.1	15.5
Disabled	45	100.0	28.6	61.9	9.5	N/A	9.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	157	100.0	12.9	44.2	30.6	12.2	42.9	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	157	100.0	10.8	43.9	32.4	12.9	45.3	15.5
Socio-Economic Status								
Subsidized meals	54	100.0	16.0	54.0	28.0	2.0	30.0	15.5
Full-pay meals	103	100.0	11.2	39.8	31.6	17.3	49.0	15.5

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	50	N/A	8.2	40.8	44.9	6.1	51.0
	Grade 4	41	N/A	2.6	60.5	36.8	N/A	36.8
	Grade 5	60	N/A	12.5	56.3	31.3	N/A	31.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	51	100.0	14.6	43.8	39.6	2.1	41.7
	Grade 4	53	100.0	17.3	53.8	26.9	1.9	28.8
	Grade 5	53	98.1	31.3	56.3	12.5	N/A	12.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	50	N/A	12.2	57.1	20.4	10.2	30.6
	Grade 4	41	N/A	18.4	36.8	26.3	18.4	44.7
	Grade 5	60	N/A	12.5	37.5	25.0	25.0	50.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	51	100.0	6.3	45.8	33.3	14.6	47.9
	Grade 4	53	100.0	7.7	48.1	28.8	15.4	44.2
	Grade 5	53	100.0	24.5	40.8	28.6	6.1	34.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 287)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	6.2%	Down from 7.5%	1.9%	2.4%
Attendance rate	96.4%	Down from 96.8%	96.2%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	13.2%	Down from 14.7%	22.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	19.6%	Up from 17.4%	7.6%	8.0%
Older than usual for grade	5.6%	Up from 5.0%	0.6%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 23)				
Teachers with advanced degrees	69.6%	Down from 75.0%	54.9%	50.0%
Continuing contract teachers	95.7%	Up from 83.3%	88.9%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.0%	Up from 83.9%	88.2%	86.2%
Teacher attendance rate	95.4%	Up from 92.1%	95.9%	95.3%
Average teacher salary	\$46,838	Up 4.7%	\$42,052	\$39,909
Prof. development days/teacher	10.7 days	Up from 9.4 days	10.6 days	11.4 days

School				
Principal's years at school	13.0	Up from 12.0	5.0	4.0
Student-teacher ratio	15.8 to 1	Down from 15.9 to 1	19.9 to 1	18.9 to 1
Prime instructional time	90.9%	Up from 86.9%	91.0%	89.7%
Dollars spent per pupil*	\$8,589	Up 10.6%	\$5,707	\$5,892
Percent spent on teacher salaries*	57.9%	Down from 64.5%	66.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Keowee Elementary School's history dates back to the early 1900s when it served students in grades one through eleven. The grade configuration has evolved through the years and since 1984, the school has served students in Kindergarten through grade five. Today, there are almost 300 students with 27 of those students assigned to self-contained special education classes. Both trainable and profound handicapped students are served; and this year, a generic self-contained class was added.

The school has always been an integral part of our rural community and that tradition continues today. Great efforts are made to involve families and community members in our school. Our volunteer program consists of about 100 participants who regularly share their expertise and talents with our students. The support these volunteers provide communicates a clear message that we are united in fulfilling our mission of challenging and enabling every child to learn and grow academically, socially, and emotionally within a safe environment. The receipt of the Red Carpet Award last year validates our welcoming environment and open door policy.

We continue to analyze PACT scores and classroom performance to determine areas that need curriculum refinement. This year, we expanded our Math Computer Lab to include second grade. A before-school program continued for students who needed remediation in Language Arts and/or Math. A keyboarding program for all students was initiated. Student participation in the Accelerated Reader program continues to grow and a significant number of students surpassed the 100 point mark. Family Reading Nights are held on Thursday evenings in our Media Center. This event promotes a love of reading, allows students and parents an opportunity to use our media resources, and provides a special opportunity for shared family reading time. Special opportunities offered to our students include swimming, golf, and art instruction.

We are pleased to have been chosen a 2003 South Carolina Healthy Schools Award-Winning School in the Eight Component Winners category - the highest level.

There are only twenty-eight schools in our state that have attained this level. We feel that this validates our focus of providing a safe and healthy environment for our students.

Seventy-five percent of our teachers hold master's degrees and five teachers have achieved National Board Certification. Denise Powell, Speech teacher, was selected Teacher of the Year by her colleagues.

Ann S. Miller, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.